

***Pensilva Primary
School***

Schools' Single Equality Scheme

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Foreword

Cornwall Council aims to be recognised as a leader of diversity and equality in its work and as an example of good practice in delivery of services and employment. This Scheme for Cornwall's schools reflects this ambition and the activities which will deliver this.

Equality of opportunity and social inclusion issues will ensure that all communities and organisations can truly benefit from and contribute to the improvements we are making, which are bringing long-term and positive benefits for Cornwall.

Success of the school's Single Equality Scheme will require ownership by Governors, Senior leaders, all staff, the school community and the young learners, along with their partners.

The Cornwall School's Single Equality Scheme (CSSES) serves essentially two purposes:

1. To set out a school's overall commitment to equality and diversity in one central document. The CSSES therefore contains:

- The school's approach to all six Equality Strands: race, religion and belief, sexual orientation, disability, age and gender (including transgender), and
- how the school will manage, plan and include its equality and diversity policy within its day to day work.

2. To act as the 'umbrella' document for both our statutory and non-statutory equality schemes. The CSSES therefore contains:

- the school's statutory equality schemes in relation to race, disability and gender
- the school's non-statutory schemes in relation to sexual orientation, religion/belief and age.

The CSSES will help school's to ensure that they focus more on the outcomes that matter to the community and people who use their services; and that their services are more accessible and delivered effectively.

The CSSES incorporates, for the first time, information, issues and potential areas for action in relation to sexual orientation, age and religion/belief. While there is no legal requirement to develop 'schemes' in these areas, broadening the approach to all six recognised equality strands illustrates their commitment to ensuring equality for all.

1. Introduction

In the implementation of this Scheme we have moved from a focus on an individual response to an approach that builds on race, disability and gender considerations from the start and at every level of the school, at strategic, policy, management and classroom level. We need to be able to demonstrate what we have done and what we plan to do to improve opportunities and outcomes for pupils, staff, parents and other users of the school. This scheme will be monitored and delivered through the governors' role, School Improvement and Self Evaluation process.

Our aim is that every pupil irrespective of race, disability, gender, religion and belief or sexual orientation is able to achieve high standards and that strategies are in place to tackle under-achievement. Every pupil should have access to the necessary support required to enable them to achieve their highest potential. We will ensure that the school's procedures for disciplining pupils and managing behaviour are fair, effective and equitable.

Our intention is to ensure that the adults working or volunteering in the school include as much as possible a balanced gender mix, appropriate representation of diverse ethnic groups and disabled people. We believe that this will provide good role models for pupils from all backgrounds.

Our aim is to ensure that we meet the needs of people from different ethnic backgrounds, boys and girls, and children and adults with disabilities.

Our Vision and Aims for Equality and Diversity

Our vision and aim at Pensilva Primary School is for every child, family and member of staff to have equality of access and opportunity, irrespective of race, disability, gender, religion and belief or sexual orientation. All should have the best life chances so that all are able to achieve high standards and reach their full potential.

We aim for all to achieve the five outcomes of Every Child Matters.

- **Section 2 - School profile and values**

Your school context:

Pensilva Primary School is located in the village of Pensilva, 5 miles from Liskeard. Our community comes from Pensilva, St. Ive and other surrounding villages.

13.84% of families claim their entitlement to free school meals.

The indices of multiple deprivation for the area indicates that the school is in the most deprived 40 – 50% (IMS 2010).

We have very few (less than 1.26%) children from minority ethnic communities, representing only 4 families. There are 4 families known to us coping with a physical disability.

We pride ourselves in being family community schools and seek to work with and provide for our immediate and wider communities. As we are aware of the limited opportunities available to our communities, due to our situations in Cornish villages, we seek to strengthen links and provide development opportunities for all.

- Our pupil/student population is as follows (at January 2015):
130 pupils, of which 3 are of any other mixed background and 1 Asian.

We are an inclusive school with 1 child with statement of Special Educational Needs (SEN). There are 29 pupils at School SEN Support. Currently the school has 1 pupil who is subject to an Educational Health and Care Plan. The staff (February 2015) are all of white British background. There is only 1 man out of a staff of 26. Ages range from 25 to 60, but are mainly over 40.

- Our Governing Body (at February 2014) is all of white British background. There are 7 women and 2 men.
- Pensilva Primary School is committed to:
 - Tackling race, disability, gender, gender identity, sexual orientation, religious belief and age discrimination.
 - Positively promoting race, disability and gender equality.
 - Creating good relationships in the school with all groups by race, culture, gender, disability, sexual orientation, religious belief and age.
 - Promoting equality of opportunity for all.

Roles and responsibilities, commitment and accountability

The CSSES will mainstream equality issues by:

- Integrating equality issues into all our key policies, service planning arrangements and performance management framework;
- Ensuring that the School's short, medium and long term planning contributes towards this scheme;
- Ensuring that arrangements are in place to monitor and report on our progress against our action plans as well as our progress on integrating equality issues; and
- Ensuring that we engage effectively with stakeholders and local communities in delivering and monitoring the scheme

Section 3 - The Race Duty and Community Cohesion

Race

The School recognises that Black, Asian and Minority Ethnic [BAME] people experience discrimination on the basis of colour, race, nationality, religion and ethnic origin. This discrimination manifests itself in all areas of their lives such as housing, employment, education and access to services. Racial harassment and violence is one of the most serious consequences of racism, damaging people emotionally and physically and limiting life choices and opportunities. The School will take all necessary measures to prevent and tackle racial harassment and assist BAME people to live in freedom from harassment and to feel safe as they enjoy and achieve throughout their education

The school is committed to working for the equality of all ethnic groups and the Governing Body understands its accountability.

Under the duty in the Race Relations (Amendment) Act 2000 to promote racial equality we will:

1. Tackle unlawful discrimination by

- Keeping accurate records of all ethnic and faith groups, their backgrounds and needs and how we respond to them;
- Dealing with complaints of discrimination and harassment speedily according to Local Authority Guidance, *Guidelines for Challenging and Dealing with Racial Harassment in Schools* and notify complainants of the outcomes and action taken;
- Encouraging dialogue between different racial groups on the appropriateness of our service offer;
- Prevent racial discrimination, and to promote equality of opportunity and good relations between members of different racial, cultural and religious groups.

2. Support cohesion by

- Promoting activities that celebrate our common experience as well as those that recognise diversity generally and foster understanding and respect for the culture and faith of all our learners and their families;
- Encouraging learners and their families of all ethnic groups to participate fully in all aspects of school life;
- Using our support for the voluntary and community sector to promote good race relations;
- Countering myths and misinformation that may undermine good community relations;

3. Work in partnership with Black, Asian and Minority Ethnic individuals and groups to

- Promote the active participation of minority communities in shaping the future of our school;
- Ensure the school staff (both permanent and temporary), learners and their families as well as our partners and the wider community fully understand the principles of good race relations.
- Expand access across all communities and in all areas of school activity.
- Ensure the policy is also part of short, medium and long term planning arrangements that the school already makes, and our actions and objectives are met through our Race Equality Action Plan (REAP).

We have developed our (REAP) for putting our Race Equality Plan into practice. The REAP has clearly defined roles and explains what the school will do if the policy is not followed.

Our Race Equality Policy will form part of the School Equality Scheme 2015, and a review will commence from March 2015 to meet the requirements of the scheme.

We will report on progress annually and the review of our race equality policy will be brought in line with the review for the School Equality Scheme.

We reviewed our race equality policy in February 2015 in order to bring it in line with the School Equality Scheme by:

- Reviewing our current curriculum to ensure that issues of race equality are discussed with the children, eg in RE when looking at Martin Luther King; in topic work when studying Africa.
- Planning opportunities to ask stakeholders whether they believe that the school is doing enough to promote race equality, and whether they have any ideas of how we can further improve our understanding of other cultures.

Our Race Equality Priorities for 2015-2018 will be reviewed by staff and governors. There is a 3 year rolling programme of policy review, and each policy review will include a reference to race equality. This will be referred to on the school's web Site.

Community Cohesion

We understand our duty to Promote Community Cohesion as part of the response to the duties contained in the Race Relations (Amendment) Act 2000. Our school already consider this to be a fundamental part of our role.

We understand that Community Cohesion is the process that should happen in all communities to ensure that different groups and individual people get on well together. It should also allow for new residents and existing residents to adapt to one another.

Pensilva Primary School aims to:

- Build on what we are already doing to create a sense of shared values and a strong community ethos and sense of belonging to the village community, the UK community and the global community.
- We seek to develop an understanding in children that they all have a responsibility to their shared future by encouraging care and concern for others through assemblies, RE and Citizenship lessons, as well as by setting an example as adults of treating everyone fairly and respectfully.
- Pensilva Primary School emphasises mutual respect and honesty between different groups including children and teachers through our caring ethos and shared values.
- Through the curriculum we make visible to the whole school community the necessity of fairness and trust.

We will evidence our effectiveness for OFSTED by demonstrating:

- A widely shared sense of the contribution of different communities to a shared vision.
- A strong sense of individual rights and responsibilities within the school community.
- That all children and parents feel they are being treated fairly and have the same opportunities.
- That children trust the school to act fairly.
- That we have strong and positive relationships.

Section 4 - The Disability Equality Duties

Disability

The School's commitment to disabled learners, their families and staffs' equality has four objectives:

We will promote equality for disabled people by:

- Removing barriers to accessibility, particularly in relation to education, employment and access to services, information and buildings;
- Encouraging good practice by our partners through our advisory capacity;
- Upholding the Social Model and our guiding principles in our role in procurement and in our partnership duties.

We will tackle discrimination against disabled people by:

- Promoting positive images of disabled people;
- Challenging patronising or discriminating attitudes;
- Making the environment as safe as possible for and challenging antisocial or bullying behaviour against, or harassment of, disabled learners, staff and families.

We will support disabled learners to achieve their full potential by:

- Providing where possible, support, assistance and care to disabled learners to enable them to lead independent lives;
- Supporting the formation of groups, networks and services for disabled learners and disabled employees of the school and people who are disabled in the community;
- Supporting disabled learners, staff and carers according to their individual need.

4: We will work in partnership with disabled learners and their carers and staff by:

- Enabling disabled learners, their families and disabled staff active participation;
- Involving disabled learners, their families and disabled staff in the changes and improvements we make;
- Consulting with disabled learners, their families and disabled staff on issues affecting them rather than with people acting on their behalf.

We welcome the requirements of the Disability Equality Duty and this section sets out our commitment to meeting the Duty. Our Scheme shows how we promote disability equality across all areas of the school, to disabled pupils, staff, parents, carers and other school users.

When carrying out our functions, we will have due regard to the need to:

- Promote equality of opportunity between disabled people and other people.
- Eliminate discrimination that is unlawful under the Disability Discrimination Act (1995).
- Eliminate disability related harassment.
- Promote positive attitudes towards disabled people.
- Encourage participation of disabled people in public life.
- Take steps to meet disabled people's needs, even if this requires more favourable treatment.
- Monitor staff and learners by disability.
- Have a Disability Equality Plan.

We plan to increase access to education for disabled pupils by:

- Increasing the extent to which disabled learners can participate in the school curriculum.
- Increasing the inclusion of positive images of disabled people across the curriculum.
- Improving the environment of the school to increase the extent to which disabled learners can take advantage of education and associated services.
- Improving the delivery of information to disabled learners, to the standard of which is provided in writing for learners who are not disabled.

To increase access for the disabled Pensilva Primary School has:

- A School Accessibility Plan.
- Involved disabled people in the development of the scheme through questionnaires and personal conversations, where appropriate.
- Planned to increase access to education for disabled learners through meeting pupils' individual needs.
- Planned to improve equal opportunities for disabled employees, if the situation arises. At present, there are two disabled member of staff at the school. We aim to provide whatever equipment may be required to give equality of access, e.g. access to Work Teaching Assistant. We would consult for advice as required e.g. hearing /visual support.

Section 5 - The Gender Equality Duties

The School is committed to combating sex discrimination and sexism and promoting the equality of women and men.

We recognise that society has stereotypes for both women and men, and both women and men can lose opportunities because of these stereotypes.

The School is aware that staff with caring and domestic responsibilities may need to work part-time or flexible working hours.

We will work in partnership with other agencies to eliminate sexual harassment, domestic violence and other hate crimes.

The School is also committed to ensuring the rights, under the Gender Recognition Act 2005, of transgender people (who have Gender Recognition Certificates).

We welcome the requirements of the Gender Equality Duty and this section sets out our commitment to meeting the duty. We will give due regard to the need to:

- Eliminate unlawful discrimination and harassment on the grounds of sex, including domestic violence, sexual violence, bullying and exploitation.
- Promote equality of opportunity between women and men in all of our functions.

Pensilva Primary School:

- Gathers gender monitoring information through pupil enrolment forms and staff application forms.
- Our targets for pupil achievement aim for equal standards for all pupils, whatever the child's gender.
- Addresses gender stereotyping in the curriculum, for example, by offering football, netball, hockey and other sports equally to both boys and girls. We are careful to ensure that dressing up and role play areas are not gender stereotyped in any way.
- Follows and meets all the guidance on the equal pay policy enshrined in the Pay and Conditions County documents. There is no gender pay gap.
- Tackles issues around gender violence and domestic violence within the school through the PSHE curriculum and sensitive responses to any child's or parent's disclosure, signposting families to the appropriate agencies who can offer help, support and advice.
- Provides classroom based lessons on gender issues such as sexual bullying, sexual exploitation in its Sex Education programme.
- Responds to the information children receive from the internet, films and magazines where women are objectified or portrayed in a demeaning way through discussion in PSHE lessons.

Section 6 - Religion and Belief

The School recognises that people can face discrimination because of attitudes in society towards the faith communities to which they belong. Faith-based hate crime has been a new phenomenon in recent years, developing a character that is distinct from race hate crime.

The School also recognises that a person's religious (or similar) beliefs may mean that they have different needs, demands and expectations, which require flexibility.

The Schools are committed to eliminating illegal discrimination and exclusion on the basis of religion or belief.

Our schools recognise the need to consider the actions outlined by the Equality Act 2006 (Religion & Belief) which requires us to assess the impacts our policies, functions and procedures have on promoting equality for people based on their religion, belief and non-belief.

Pensilva Primary School provide for alternative provision during religious assemblies for any pupil whose parent(s) have requested this as they are atheist. Should pupils from the Muslim faith join our school, we would provide somewhere for them to pray. Or, if a Jewish family joined our school, we would provide Kosher food. We would ensure staff, including mealtime assistants and canteen staff, are also trained and aware of dietary requirements relating to different religions.

Section 7 - Sexual Orientation

The Schools are committed to combating discrimination faced by lesbians, gay men and bisexual (LGB) people. We want to ensure equality of opportunity for LGB people across services and employment.

We will respect the rights of individuals to be open about their sexual orientation, tackle homophobia, challenge stereotyping and improve knowledge about LGB communities, both internally and to the community as a whole.

Our schools recognise the need to protect learners from unlawful discrimination and harassment on grounds of sexual orientation as required by the Equality Act (Sexual Orientation) Regulations 2007. We are committed to taking a pro-active approach to preventing all forms of homophobia within the schools and will assess the impacts of our policies, functions and procedures on promoting sexual orientation equality as part of the Equality Impact Assessment process.

We will deal with complaints of discrimination and harassment speedily and according to Local Authority Guidance and notify complainants of the outcome and actions taken.

Pensilva Primary School:

- Will include realistic images of lesbian, gay and bisexual people and the contributions they have made to different aspects of the curriculum, as appropriate.
- Will challenge homophobic bullying, language and stereotypes within the school by speaking to children and their carers, if "gay" is used as a term of abuse, and a diversity incident report will be filed.
- Will use appropriate resources (websites, activities) to raise staff and pupil awareness of their rights and responsibilities and the rights of others.

Section 8 Age

The Schools are committed to promoting equality of opportunity for younger and older people. We recognise that society has negative attitudes, stereotypes and myths about youth, ageing, younger and older people. These attitudes and beliefs can lead to both younger and older people being socially and economically disadvantaged, excluded and marginalised. We believe that younger and older people have the right to equality of opportunity and that they make a significant and valuable contribution to the community at large.

Age equality means securing the equal participation in society of people of every age, securing a balance between equal citizenship, equality of opportunity, equality of outcome and respect for difference

The school is a Healthy School and likely this has an impact on life-expectancy of staff and pupils.

We are respectful as employers of the employees right to continue working until and after the age of 65, and we support staff on the pathway to retirement, e.g. part-time working. We encourage volunteers of all ages and currently have both young people and elderly people involved on a voluntary basis.

Section 9 - Anti-bullying and Discriminatory Policy Framework

Our School state clearly that all forms of bullying and discrimination are unacceptable and will not be tolerated. We have set out the measures that our school will take to address bullying and discriminatory incidents in our Anti-Bullying Policy. We submit data regarding bullying and discriminatory incidents to the Children, Schools and Families Service through the Anti-Bullying and Harassment Consortium and Local Authority Guidance.

Pensilva Primary School will:

- Ensure that our objectives reflect a commitment to preventing harassment and bullying on grounds of race, disability, gender, religion or belief and sexual orientation.
- Review our Anti-Bullying policy annually in line with Cornwall and Isles of Scilly Local Safeguarding Children Board Anti-Bullying and Discriminatory Policy Framework.
- Access available training for staff in relation to bullying and discriminatory incidents relating to homophobia, racism, disability harassment, sexual and gender bullying, and religious harassment.
- Record all incidents on the class index cards and in the school log book and will report half-termly to the Anti Bullying Cornwall Consortium.
- Commit to analysing all bullying and discriminatory incidents and ensuring the information is used to prevent further issues.
- Commit to passing on racist bullying and homophobic discriminatory incident forms to Cornwall's Children, Schools and Families department.

Section 10 - Employment Practices

In our School we ensure that we observe the principles of equal opportunities in how we employ, develop and treat our staff.

- Our arrangements for ensuring that we observe and implement the principles of equal opportunities in employment include;
 - Equal opportunities and transparency in recruitment and selection
 - Selection processes that include interviews in which all candidates are asked the same set of questions, and are scored 1-5 on a common assessment criteria
 - All staff have equal opportunities for appropriate training and development
 - All staff have annual performance management reviews, in accordance with national regulations.
- All monitoring arrangements for the following are in line with Cornwall LA and National regulations:
 - Selection and recruitment
 - Selection for redundancy, restructuring, redeployment and retirement
 - Training and development
 - Promotion
 - Performance appraisal
 - Award for pay, bonus and allowances
 - Grievance
 - Disciplinary
 - Harassment
 - Discrimination

Section 11 - Equality Impact Assessments

We are reviewing key policies, functions or procedures that have been assessed as relevant to meeting the duties set out under race, gender, disability and religion or belief legislation.

We regularly review all the schools' key policies, drawing up a schedule for their next revision- see Policy Documents files.

Section 12 - Consultation and Information

Pensilva Primary School involves stakeholders (i.e. pupils, staff, parents and governors) in the preparation of this scheme.

We have improved working relationships between the school and disabled pupils, staff and parents through open and through structured conversations.

We used equalities monitoring information provided by Cornwall's Equality and Diversity Team regarding race, gender and disability to inform the development of our scheme.

Section 13 - Equality Scheme Objectives

This section sets out the objectives we have identified in order to eliminate discrimination and harassment and promotion of equality in relation to gender, race, disability, religion or belief and sexual orientation.

Our priorities are as follows:

- To ensure regular consultation with all stakeholders
- To act upon findings gathered from our consultation and from information we have been given
- To review the curriculum offered to all pupils at Pensilva Primary School to ensure that racism is tackled and that respect for others and community cohesion is promoted
- To develop our links with schools in other countries through application to the Erasmus+ Project and to continue our relationship with teacher training institutions in Sweden.
- To use the equality monitoring information to assess progress on implementation, review and the development of later schemes.
- To ensure a commitment to promoting equality.

Section 14 - Roles and responsibilities

The Governing body accepts their responsibility to promote equality and eliminate discrimination and harassment, as outlined in the scheme.

The Governing Body of Pensilva Primary School will:

- Ensure that our school meets the requirements of the Race, Disability and Gender Equality Duties, and meets the requirements of the Equality Act 2006 Religion and belief and Equality Act (Sexual Orientation) Regulations 2007.
- Monitor the delivery of the Schools Equality Scheme annually at its Autumn term full governors' meeting.
- Ensure that all members of staff understand the importance of the Scheme and their role in delivering it.

Section 15 - Contracting and Procurement

- Pensilva Primary School will include any race, gender or disability equality requirements within the contracts for services procured by the school.
- Pensilva Primary School will monitor contractors' commitment to implementing equal opportunities standards within employment and service delivery.
- All staff employed at Pensilva Primary School are DBS checked.

Section 16 - Action Plan

Our action plan shows explicit objectives for race, disability and gender issues and also objectives for religion or belief and sexual orientation with:

- Clear allocation of lead responsibility
- Clear allocation of resources
- An indication of expected outcomes or performance criteria
- Agree indicators of progress towards the objectives
- Clear timescales
- A specified date and process for review
- How the action plan will be incorporated into a framework that has the oversight of a governing body, so that progress is checked.

Equality Action Plan

Race Equality

- To develop our links with schools in other countries through application to the Erasmus+ Project and to continue our relationship with teacher training institutions in Sweden.
- Inclusion of race equality issues in the curriculum, eg a series of Sikhism and Hinduism Workshops in September each year by Daya Stafford, covering from personal experience what it is like to be a Sikh or Hindu growing up and living in Cornwall, a relevant workshop for Hinduism, Sikhism, Islam or Judaism each Summer term in line with the Cornwall RE syllabus; a workshop about the Gypsy Roma beliefs and lifestyle.

Lead responsibility: Ailsa Tween

Expected outcomes: Greater understanding of other cultures, inclusion, wider understanding of **Islam**

Timescale: **July 2015**

Review: **July 2015**

Oversight of progress: Head teacher's reports to governors

Disability

To update the School Accessibility Plan annually

Lead responsibility: Teresa Clinick

Gender Equality

- To address gender stereotypes through the curriculum and through equal access for boys and girls to every aspect of school life, including all sports activities.
- To provide classroom based lessons on gender issues such as sexual bullying and sexual exploitation.

Lead responsibility: Ailsa Tween

Religion and Belief

- To provide for Jehovah's Witnesses and any other group who wish not to attend assemblies.
- To provide facilities for someone from the Muslim faith to pray, if the occasion arose, and to meet any food requirements, e.g. Kosher food for someone from the Jewish faith.

Lead responsibility: Ailsa Tween and Teresa Clinick

Sexual Orientation

- To challenge any homophobic language or bullying or stereotypes
- To use resources to raise staff and pupil awareness of their rights and the rights of others
- To complete diversity incident reports.

Lead responsibility: Teresa Clinick

Anti-bullying and Discriminatory Policy Framework

- To review the school's Anti-Bullying Policy annually, including reference to our commitment to preventing harassment and bullying on grounds of race, disability, religion or belief and sexual orientation
- To liaise with Cornwall's Equality and Diversity Team, Fusion and the Intercom Trust to give relevant training in relation to bullying and discriminatory incidents
- To analyse all bullying and discriminatory incidents and report half-termly to the Anti-Bullying Cornwall Consortium.

Lead responsibility: Teresa Clinick and Ailsa Tween

Section 17 - Reporting and reviewing the scheme

In line with the requirements of the Scheme we will produce an annual report on progress and review and revise the Schools Equality Scheme every three years.

We will report on our Scheme annually detailing:

- How we conduct regular review of progress against our equality objectives.

The Schools' Equality Objectives for 2015-2018 are:

- To raise attainment in English and Mathematics for boys
- To encourage boys and girls to consider non-stereotyped career options
- To increase understanding of ethnic minorities and different religious groups
- To ensure progress of Pupil Premium pupils is *at least* in line with National Averages

Teresa Clinick will be responsible for monitoring the Schools' Equality Scheme and will report to governors in her Headteacher's reports to the Governing Body and to parents through the school newsletters.

Section 18 - Publication

The School's Disability Equality Plan is published as a separate document and is available on the school's website or upon request.

Section 19 - Complaints

If a member of the public feels that they have suffered harassment or been treated unfairly by the school because of their sex, colour, race, nationality, ethnic group, regional or national origin, age, marital status, disability, political or religious belief, sexual orientation or class, they should report this without fail through the School's complaints procedure.

Complaints by staff will be dealt with under the Grievance or Dignity at Work Policies, as appropriate.

We take all external and internal complaints seriously and will not tolerate any form of discriminatory behaviour. Complaints about staff will be investigated using the appropriate Local Authority Procedures.

Monitoring complaints is also another way of gathering information to see whether we are meeting our equality duties. We will report annually on complaints made and action taken as part of monitoring the CSSES.

